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ABSTRACT

This book outlines progression in teaching and learning phonics in seven steps which are linked to the objectives in England's National Literacy Strategy Framework for Teaching. Activities for whole-class teaching are suggested for each step and instructions and materials for these activities are provided so that phonics may be taught in a lively, interesting and interactive manner. A range of activities is suggested for each of the sections in each step. The activities in this book are designed for use in the 15-minute section of the Literacy Hour devoted to phonics. Attached are 123 photocopy masters. (RS)

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ED 472 282

The National
Literacy *Strategy*

Phonics

Progression in phonics:
materials for whole-class teaching

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Raising Standards
department for education and skills

CS 511 721

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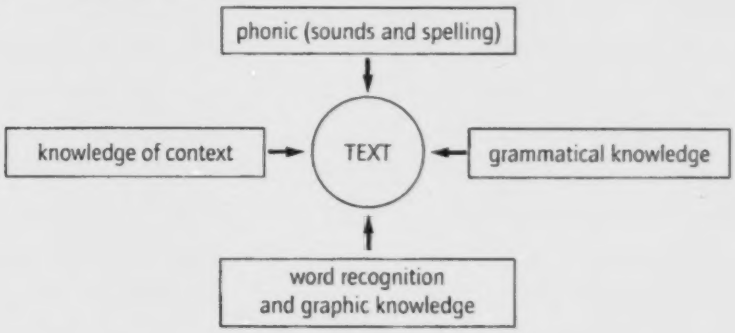
Introduction

1. Rationale

It is widely accepted that successful reading depends on learning to use a range of strategies. The reader uses these as 'cues' to get to the meaning by predicting the text, checking and cross-checking, identifying and correcting errors. Reading is by no means a passive process; it involves searching, problem-solving, active prediction and an ability to bring past knowledge and experience to bear. This picture is familiar enough. It is built into the National Curriculum orders for reading, and forms the background against which successful literacy teaching has been developed over the past 10 years.

We can represent this as a set of searchlights, each shedding light on the text:

The reading searchlights model



Successful teaching equips children with as many of these 'searchlights' as possible. Each sheds a partial light but, together, they make a mutually supporting system. The fewer the searchlights the reader can switch on, the more dependent he/she is on a single one and if that one should fail, the reader will be stuck. The more searchlights we can teach children to switch on simultaneously, the less they will need to rely on a single one and the less it will matter if one fades or goes out. Thus, successful reading is often described in terms of *maximising redundancy* i.e. having as much information available from as many searchlights for as much of the time as possible. As children learn to read, they need to be taught how to draw on all this knowledge and orchestrate it so that each searchlight or 'cue' is used to reinforce and check the others.

Most primary teachers understand the importance of teaching children to predict and check their reading by reference to the context and grammar of what they are reading. They need to check whether their reading makes sense and, if it does not, to re-check it, identify errors and try to correct them. These strategies are essential to comprehension. They also provide necessary support for learning to decode words i.e. to build them up from their spelling/sound patterns. The importance of comprehension has, rightly, been given much emphasis throughout the primary years. Comprehension must always be the primary purpose of reading. As pupils become more efficient decoders, the importance of context and grammar increase, so that by the time they reach Years 5 and 6, almost all the teaching of reading and writing should focus on the meaning and structure of texts.

This general model of reading strategies is well known but it is not straightforward for, depending on what is being read, some searchlights may be brighter than others. Where texts are familiar and predictable, children can often rely heavily on contextual and grammatical knowledge, paying relatively little attention to the sounds and spellings of words. They may make progress in the

early stages by reading and re-reading familiar texts. Because this story language and its context are predictable, children can get by with very limited phonic strategies and quickly become over-dependent on remembering or guessing their way through the text.

However, these young readers often meet problems later when faced with unfamiliar and more complex texts because they have learned to be over-dependent on contextual cues as the predominant strategy for reading. As the familiarity of the text diminishes, they need to rely more on their ability to decode individual words. This is a difficulty that often manifests itself early in Key Stage 2 in two ways. Firstly, too many pupils hit problems with more extended reading, and handling information and text-books needed to support work across the curriculum. Secondly, they have significant spelling problems because they have inadequate knowledge of the sound/spelling system. These problems, which need to be tackled in Key Stage 2, are often rooted in earlier work, where the need for systematic teaching of phonics, spelling and vocabulary can easily be obscured.

The National Literacy Strategy stresses the importance of teaching children to tackle texts from both ends, from the text 'down', so to speak, and from sounds and spellings 'up'. The balance is essential to get all the 'searchlights' switched on for pupils. It is reflected in the structure of the teaching objectives and in the structure of the Literacy Hour, where the class teaching time is organised to provide time both for working with shared texts and for the focused teaching of phonics and spelling.

The arbitrariness of the spelling system

The importance of systematic teaching of phonics and spelling needs to be underlined, not least because it is often treated with suspicion. Young children do not learn to discriminate the sounds of words automatically. Still less do they automatically understand the common conventions for representing them in writing. This is a skill, tied to our particular way of writing our language, with 26 letters to represent the 44 phonemes. Not all languages are represented in this way. Japanese children, for example, do not need to break their spoken language down into phoneme/spelling patterns because it is not written alphabetically.

Much of our contemporary spelling system was simply decided upon by Dr Johnson when he regularised it in the first major dictionary. The way our language is represented is thus arbitrary and, for most children, very hard to 'discover'. Like learning to form letters correctly or learning the correct fingering for the recorder, these things need to be taught. Some children might work them out for themselves and others will certainly learn from home or through other means but many will either fail to learn or will misconstrue the rules. Just like incorrect letter formation these misconstructions are very difficult to 'unlearn' or correct later.

Most beginning readers will have, at best, only limited knowledge of how spelling patterns are used to represent words. The alphabetic nature of our spelling system does not reveal itself to children simply through repeated exposure to books. Beginning readers are likely to treat written words as images, each differentiated by its overall shape and pattern, rather than as letter strings corresponding to sounds. It is essential, therefore, that children learn from the outset that: words have to be 'spelt', not merely 'drawn', that they are composed of letters set out in particular combinations to correspond with spoken sounds, and which letter combinations correspond with which sounds.

The power and economy of the spelling system

It is worth reflecting on the fact that everything that is said or written in contemporary English is encoded in approximately 44 sounds (phonemes) and

represented by 26 letters in about 140 letter combinations. The power and economy of such a representational system is second to none. The phonic work in the NLS Framework is built around this basically simple idea. Children should learn to identify the phonemes in their spoken language and learn how each of these phonemes is commonly spelt. Some phonemes will correspond to a single letter while others, for example the long vowel phonemes, will have several common spellings using one or more letters. Through phonics, we should be teaching children to:

- identify sounds in spoken words (phonological awareness);
- recognise the common spellings for each phoneme (phoneme–grapheme correspondence);
- blend phonemes into words for reading;
- segment words into phonemes for spelling.

This systematic teaching gives children the essential key to the writing code and moves them a long way into fluent reading by enabling them to recognise words by their common spelling patterns.

It also greatly facilitates their independent writing by providing the basic rules for most regularly spelt words. In writing, of course, children need to select the appropriate spelling from a range of phonologically 'logical' options to encode words (e.g. 'chews' instead of 'choose' or 'chuse'). Teachers should therefore expect an early growth of autonomy in writing together with a rapid growth in the proportion of correctly spelt simple words or 'logical' errors and an equally rapid decrease in random spelling errors. As children move through KS1 to KS2, the emphasis in the teaching objectives shifts from the teaching of phonics for reading to more focused teaching of spelling strategies, conventions and rules, to build upon the children's established phonic knowledge.

2. What the evidence tells us about teaching of phonics

The NLS is based on a detailed scrutiny of research and its implications for classroom teaching. It also draws heavily on the past decade of inspection evidence from Ofsted and from evidence of successful teaching in primary schools in the UK and abroad. From all this evidence it is clear that:

- traditional approaches to phonics instruction i.e. teaching the sounds that match letters and letter combinations is inefficient and often confusing because of the many hundreds of correspondences involved. The most effective phonics instruction teaches children to identify phonemes in spoken language first, then to understand how these are represented by letters and letter combinations (graphemes);
- phonemic awareness (i.e. the ability to segment and blend phonemes), linked to knowledge of the letter–sound correspondences is a very strong predictor of reading and spelling success. Where this is systematically taught, most children score well on tests of reading and spelling ability;
- phonics can be taught in appropriate and motivating ways and that where it is engaging and enjoyable children will learn it more effectively;
- if children are left to guess or invent the alphabetic code without direct and systematic teaching, their progress is likely to be inhibited and the likelihood of failure for a substantial number of children is increased;
- children can learn this early and fast i.e. most of it by the end of Year 1 and there are substantial benefits in early reading facility and writing confidence when this learning is accomplished without delay;
- a further major benefit of this early learning is that it releases mental capacity for attention to higher order skills of comprehension and composition with consequences for the early growth of competence e.g. through access to print, vocabulary growth and decontextualised thinking.

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3. What the NLS framework says about the teaching of phonics

The NLS gives a clear priority to the teaching of phonemic awareness tied closely to knowledge of the sound-spelling relationships and to the teaching of correct letter formation. The NLS Framework is absolutely clear that at KS1 there should be a strong emphasis on the systematic teaching of phonics. The underpinning principles, set out in Section 1 of the Framework, are that pupils should be taught to:

- discriminate between the separate sounds in words;
- learn the letters and letter combinations most commonly used to represent these sounds;
- read words by sounding out and blending the separate phonemes;
- spell words by segmenting the phonemes and using their knowledge of letter–sound correspondences to represent the phonemes.

In the Reception year (YR) the Framework expects all children to be able to:

- hear and identify initial, final and dominant sounds in words;
- read the letters that represent those sounds for all letters a–z plus ch, sh and th;
- write each letter in response to each sound;
- identify and write initial and final phonemes in CVC words.

In Year 1, i.e. from statutory school age, the NLS expects children to:

- discriminate all three phonemes in CVC words, to blend phonemes into words for reading and to segment words into phonemes for spelling;
- to spell the three phonemes in CVC words;
- to do the same for CCVC and CVCCwords;
- to learn the common alternative spellings of 'long' vowel phonemes.

Phonics can and should be taught in interesting and active ways that engage young children's attention, and that are relevant to their interests and build on their experiences. There are good grounds for expecting children to learn these basic decoding and encoding skills rapidly. Fifteen minutes a day of regular teaching will enable most children to understand most of the key objectives in about four terms. This should ensure that the essential skills, knowledge and understanding are established by the start of Y2, and enable teachers to move children rapidly into independent reading and writing. By the end of Year 1 the teaching of phonics should be substantially accomplished with a small number of alternative vowel phoneme spellings that may need further teaching.

4. Phonic skills, knowledge and understanding

Phonics consists of the skills of segmentation and blending, knowledge of the alphabetic code and understanding of the principles which underpin how the code is used in reading and spelling.

Segmentation and blending

Segmentation means hearing the individual phonemes within a word; for instance the word 'crash' comprises four phonemes – 'c-r-a-sh'. In order to spell, a child must segment a word into its component phonemes and choose a letter or letter combination (e.g. 'sh') to represent each phoneme.

Blending means merging phonemes together to pronounce a word. In order to read an unfamiliar word phonemically, a child must attribute a phoneme to each letter or letter combination in the word and then merge the phonemes together to pronounce the word.

The alphabetic code

The phonemic system is a system of sounds represented by letters or combinations of letters. Starting from phonemes and learning the letters which can be used to represent them is a logical approach to mastering the alphabetic code. There are four principles underlying the phonemic system.

- **Sounds/phonemes are represented by letters**
- **A phoneme can be represented by one or more letters.**
  There is not a simple one-to-one correspondence in our alphabetic code. There are not enough letters to represent all the phonemes so some are used in combination such as sh, th, ee etc.
- **The same phoneme can be represented/spelled in more than one way.**
  This is very common particularly among the vowels, for instance, rain, may, lake. On the surface this appears to present problems in spelling accuracy but in fact most vowel spellings have a particular position in words either at the end (ay) or preceding a consonant (ai). Even the spellings which appear interchangeable e.g. ai and a-e are more often than not associated with particular consonants. For instance, words ending in -ake and -ate are common; those ending in -aik and -ait, rare.
- **The same spelling may represent more than one sound.**
  Examples of this are the ea in mean and deaf, the ow in crown and flown, the ie in field and tried. So, in theory there could be two pronunciations for the word 'tried'. On the whole this does not present a problem for the reader as one pronunciation results in a word and the other does not. Where two words have the same spelling such as 'read' (present tense) and 'read' (past tense), the sense of the text guides the reader to the correct pronunciation.

To sum up, there are approximately 44 phonemes in English represented by 26 letters in about 140 combinations. The consonant and vowel phonemes and their most common representations are listed below:

Vowel phonemes and their more usual graphemic representations

vowels	representative words	vowels	representative words words
/a/	**c**at	/oo/	**l**ook, w**ou**ld, p**u**t
/e/	p**e**g, br**ea**d	/ar/	c**ar**t, f**a**st (*regional*)
/i/	p**i**g, w**a**nted	/ur/	b**ur**n, f**ir**st, t**er**m, h**ear**d, w**or**k
/o/	l**o**g, w**a**nt	/or/	t**or**n, d**oor**, w**ar**m (*regional*)
/u/	pl**u**g, l**o**ve	/au/	h**au**l, l**aw**, c**a**ll
/ae/	p**ai**n, d**ay**, g**a**te, st**a**tion	/er/	woode**n**, circ**us**, sist**er**
/ee/	sw**ee**t, h**ea**t, th**ie**f, th**e**se	/ow/	d**ow**n, sh**ou**t
/ie/	tr**ie**d, l**igh**t, m**y**, sh**i**ne, m**i**nd	/oi/	c**oi**n, b**oy**
/oe/	r**oa**d, bl**ow**, b**o**ne, c**o**ld	/air/	st**air**s, b**ear**, h**ar**e
/ue/	m**oo**n, bl**ue**, gr**ew**, t**u**ne	/ear/	f**ear**, b**eer**, h**ere**

Note: phonemes are shown between slashes / /

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Consonant phonemes and their more usual graphemic representations

consonant phonemes	representative words	consonant phonemes	representative words
/b/	**b**aby	/s/	**s**un, mou**s**e, **c**ity, **sc**ience
/d/	**d**og	/t/	**t**ap
/f/	**f**ield, **ph**oto	/v/	**v**an
/g/	**g**ame	/w/	**w**as
/h/	**h**at	/wh/	**wh**ere (regional)
/j/	**j**udge, **g**iant, bar**ge**	/y/	**y**es
/k/	**c**oo**k**, **qu**i**ck**, mi**x**, **Ch**ris	/z/	**z**ebra, plea**s**e, i**s**
/l/	**l**amb	/th/	**th**en
/m/	**m**onkey, co**mb**	/th/	**th**in
/n/	**n**ut, **kn**ife, **gn**at	/ch/	**ch**ip, wa**tch**
/p/	**p**aper	/sh/	**sh**ip, mi**ss**ion, **ch**ef
/r/	**r**abbit, **wr**ong	/zh/	trea**s**ure
		/ng/	ri**ng**, si**nk**

Teaching phonics

Children should become proficient in applying the skills of segmenting and blending to the alphabetic code in order to spell and read. The skills and knowledge can be acquired simultaneously so that as children are learning the earliest steps in segmentation (hearing the phoneme in the initial and final position in a word) they will be learning some of the letters which represent those phonemes. Learning to hear the medial vowels and the letters which represent them allow children to segment words for spelling and blend words for reading. The following is a suggested progression for learning the phonic skills and knowledge:

Progression in phonic skills and knowledge

Step	*skill in:*	*knowledge of letters:*
1	hearing and discriminating general sounds, speech sounds and patterns	
2	hearing phonemes /s/, /m/, /k/, /t/, /g/, /h/, in initial position	s, m, c, t, g, h
3	hearing phonemes /s/, /m/, /k/, /t/, /g/, in final position	ss, ck, l, n, d, k, sh, ch
4	• hearing phonemes /a/, /e/, /i/, /o/, /u/, in medial position; • CVC blending and segmenting, reading and spelling	a, e, i, o, u, f, qu, b, r, j, p, th, ng
5	C(C)V(C)C blending and segmenting, reading and spelling	v, w, x, y, z
6	CVC blending and segmenting, reading and spelling	ai, ee, ie, oa, oo, or, ir, oi, ou
7	CVC blending and segmenting, reading and spelling	ay, a-e, ea, igh, y, i-e, ow, o-e, oe, ew, ue, u-e, oy, ow, er, ur, aw, air, ear, oo

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5. Teaching phonics in the literacy hour

Throughout KS1, phonics should be the main focus of the 15-minute word level slot in the Literacy Hour. Other word level objectives can be met in the context of shared and guided reading activities but this is not the case with the focused teaching of phonics. Much of this teaching will need to be done away from texts through direct teaching using activities of the kind shown in this booklet. Although the structure of the phonic code can sometimes be revealed through poems and word-play texts, in most texts phonic patterning occurs too randomly to be discerned. Most good quality stories, for example, in Big Books, will not repeat sound patterns with sufficient regularity to serve this purpose. Most focused phonics teaching should therefore be done through play, games and activities and then *applied* alongside other reading cues to meaningful reading of appropriately matched, good quality texts in other parts of the Literacy Hour, particularly in shared and guided sessions with the teacher.

Although much of this teaching will necessarily be taught away from the text, it should relate to texts in three important ways:

- by using particular words from texts as starting points for instruction and investigation;
- by using patterned texts which exemplify particular phonemic structures e.g. rhyming, alliterative, assonant, onomatopoeic patterns;
- most importantly, through the application of phonic strategies to texts in shared and guided reading.

In shared and guided reading you should teach children to check that words they have decoded make sense and if they do not, to re-check them against their own vocabulary knowledge. In addition, by decoding unknown words and checking them back against grammar and context, or asking what they mean, children also extend word knowledge rapidly. You should demonstrate these processes of reading, checking for sense and re-reading through Shared Reading and teach them as independent strategies in Guided Reading. When reading, children will also encounter words which they cannot decode either because they are too difficult or, as in a few cases, ambiguous*. They may, nevertheless, be able to read them by predicting from grammar and context using minimal phonic knowledge. When this happens, teach them to re-visit the word and check out its spelling. This will reinforce their decoding skills and help them learn new or alternative spellings.

Using texts

When choosing texts for shared and Guided Reading, you need to consider opportunities to model and practise the phonic skills that you have been teaching (e.g. CVC , CCVC words etc.). The text should provide an appropriate level of challenge but one which enables children to apply their new knowledge successfully. The books should always have a sensible grammatical structure and a lively and interesting content to engage and support the learning.

Teaching the other elements in the word level objectives

High frequency words

The high frequency words listed in the back of the Framework are not intended to be taught by rote. They are included because they represent a high proportion of the words children are likely to meet in the early stages of reading. Many of these words are phonically regular and thus perfectly decodable. A proportion are irregular and will need to be taught as 'tricky' words'. You should use this list as a checklist to ensure that all the regular words can be decoded, as children learn the relevant phonic skills. You should teach children to recognise the other words as they encounter them in Shared and Guided Reading.

*A few spelling patterns represent more than one phoneme e.g. ow as in grown and town. They are easily clarified by referring to whether the word makes sense in terms of its place in the sentence or as part of the text.

Handwriting

Make use of opportunities in your 15-minute phonic sessions to demonstrate and emphasise correct letter formation but don't allow this to deflect you from the main purpose of the phonic teaching. You will need to find other times outside the Hour to concentrate on teaching and practising handwriting.

About this book

This book outlines progression in teaching and learning phonics in seven steps which are linked to the objectives in the National Literacy Strategy Framework for Teaching. Activities for whole-class teaching are suggested for each step and instructions and materials for these activities are provided so that phonics may be taught in a lively, interesting and interactive manner.

step	skill	knowledge of
1	hearing and discriminating general sounds, speech sounds and patterns	
2	hearing phoneme in initial position	simple letter–sound correspondences and some consonant digraphs, e.g. ch, ll, ck, ng
3	hearing phoneme in final position	
4	CVC segmenting and blending	
5	CCVC segmenting and blending	
6 & 7	CVC segmenting and blending	vowel digraphs and trigraphs

Steps 1 and 2 occur throughout nursery and into the first term in Reception. Children who have no nursery experience may need an accelerated Step 1 at the beginning of Reception. When children can hear phonemes in initial position and have acquired some letter–sound correspondences (Step 2) they have achieved a launching pad from which it is possible to timetable future learning in phonics for the majority of children. A suggested time allocation for Steps 3–6 is included in the chart on pages 14–15. It is not possible to give such a clear indication in Step 7. Children might take about 5 weeks to acquire the rest of the vowel digraphs and trigraphs for reading. They will take longer to be secure in spelling.

Teaching

The earliest step (Step 1) outlines the activities which nursery and young Reception children do which positively influence their later ability to learn phonics.

Steps 2–7 define learning objectives and the activities are divided into three sections:

1 hearing and saying,
2 identifying phonemes and spelling,
3 recognising letters and reading.

A range of activities is suggested for each of these sections in each step. It is not necessary to do all the activities, but some from each of the three sections should be included so that children have experience in the aural/oral skills of segmenting and blending, as well as learning the phoneme–grapheme correspondences and combining all of these in reading and spelling.

The activities

The activities in this book are designed for use in the 15-minute section of the Literacy Hour devoted to phonics. To provide variety for the children there are three sorts of teaching activity:

Demonstration (D) in which the teacher either demonstrates/models to the class or manages an activity, perhaps by manipulating a puppet,
Show me (S) in which all the children are expected to answer using a mechanism such as fan or whiteboard while they remain seated,
Get up and go (G) in which many of the children, sometimes all, move from their places in order to respond to the teacher's questions.

In each of the three sections try to provide variety for the children by choosing at least one ***Demonstration*** activity, one ***Show me*** and one ***Get up and go***. On most days there will be time to carry out two activities. As the children get used to those activities which can be repeated at a number of different steps, it will be possible to include three activities within the time.
For 15 minutes in the Literacy Hour children can practise the skills and learn new phonic knowledge in a stimulating and interactive manner. It is important, however, that these skills are not isolated from reading and writing. In Shared and Guided Reading and Writing children use the skills acquired in these 15 minutes when they orchestrate the reading or spelling strategies. Opportunities should be given for children to practise reading the types of words CVC, CCVC etc during shared and guided reading, which they are learning in the 15 minutes allowed for phonics. For a class at Step 4, texts which include unfamiliar CVC words, for example, should be chosen for both shared and guided reading so that children may be given the opportunity to learn how their new skill of blending CVC words operates in the process of reading. Similarly in shared writing, children can contribute words which they can spell and should be expected, in their independent writing, to spell such words correctly.

Teaching points

Differentiation

The activities in this book are designed for the whole class. Experience has shown that even where there are differences in the children's ability most children learn from them. Providing different oral questions for children who are not quite at the stage of the majority, and for those for whom the activity is 'surplus to requirements', is dependent on teachers knowing the phonemic ability of all the children in their classes. Developing this skill will be the subject of future materials.

Handwriting

The activities in this book are organised so that practising handwriting the letters which are being learned within the hour can take place outside the hour itself.

Pronouncing phonemes

There is a list of the phonemes in the English language on pages 5 and 6. Some consonants are difficult to pronounce without adding an extra sound, e.g. b, d and g tend to emerge as buh, duh and guh. Try to reduce this extra sound as much as possible. The letters c as in cat, p and t should be pronounced without the voice, just using air. Almost all others can be pronounced as continuing sounds, e.g. ssssss, ffffff, mmmmm, nnnnnn, shshshshsh.

Recommended phrases

Identification and writing:

'How can we write/show/spell/represent this phoneme (sound)?'

Recognition and reading:

'What sound/phoneme can this/these letter(s) represent?' or
'Tell/give me a sound/phoneme for this/these letter(s).'

Children love using technical words. The word 'phoneme' is more specific than the word 'sound'.

Classroom assistants

These activities are designed to be managed by the class teacher alone. However, in YR and Y1, classroom assistants are often available during the Literacy Hour. Their role during the whole-class teaching in phonics is immensely useful.

They can:

- join in and keep the pace up;
- model responses;
- run the activity side by side with the teacher (e.g. in rhyme generation, two adults writing words are quicker than one);
- ask a searching question if he/she thinks some children haven't quite understood;
- note which children appear secure in their knowledge and which are not;
- support an individual child;
- take notes of individuals, or observe a teaching strategy to prepare for a similar session with a smaller group who need additional help.

Step 1

Much activity in early years' settings prepares children for 'phonics': listening to stories and joining in with sound effects, music, rhythm and rhyme, dancing, PE. We can capitalise on activities which may be designed for other purposes in order to get children to ***really*** listen and to discriminate between sounds. Early phonics consists of general sound discrimination, speech sound discrimination, rhythm and rhyme and alliteration (playing with words which start with the same phoneme).

General sound discrimination

Play a variety of games where children listen to sounds and guess what they are.

Environmental

- Can children recognise particular sounds inside and outside the room: sounds such as vehicles, birds singing, animal sounds, other children/adults speaking, and machines? (The song 'Listen, children' from *Bobby Shaftoe, Clap Your Hands* Sue Nicholls, A & C Black 1992, is a perfect vehicle for this idea.)
- Listen to everyday sounds made behind a screen such as water being poured, splashed, shaken in a bottle, or paper being torn, screwed up, flapped.

Instrumental

- Can children recognise the difference between a shaker and a drum? To find out, let one child play an instrument whilst hiding behind the screen and ask the other children to guess which instrument is being played. Whichever instruments are hidden, have a matching set in front of the children to aid their identification of the sound. Let the guessing child play the matching instrument to confirm the guess.
- Extend the game by singing a song, e.g. 'One sound can be heard' from *Bobby Shaftoe, Clap Your Hands* whilst the hiding child plays his or her instrument. This time the listening children have to concentrate very carefully, discriminating between their own singing and the instrument being played.

Body percussion

- Sing songs in which children have to add claps, knee pats, foot stamps or move in some way. Play the hiding game described above with children using body percussion instead of playing instruments.
- Add body percussion sounds to nursery rhymes, performing the sounds in time to the beat. Change the body sound with each musical phrase or sentence.
- Encourage the children to be attentive and to know when to add sounds, or move and when to be silent or still.

Rhythm

- Sing or chant nursery rhymes and encourage the children to move in an appropriate way, e.g. rock gently to the beat of *See Saw Marjorie Dore, Bye Baby Bunting*: march to the beat of *Tom, Tom the Piper's Son* and *The Grand old Duke of York*: skip to the beat of *Here We Go Round the Mulberry Bush*.

Speech sound discrimination

- Play games where children use their voices in different ways and explore a variety of sounds.
- Give opportunities for children to discriminate between the different voices they have when singing, speaking, shouting, whispering, growling, squeaking, being silly, etc.
- Perform chants using the different types of voices.
- Play the hiding game with different children using their different voices. Can the listeners guess who it is?

- Create opportunities for children to explore other sounds that they can make with their voices:
  - Make your voice go down a slide – Wheee!
  - Make your voice bounce like a ball – Boing, Boing. (Let them show you with their hands too.)
  - Find out someone has been telling tales – aw.
  - Sound really disappointed – oh.
  - Look astonished – ooooooo!
  - Relax into a chair like an old man – ahahahahaha, or shout in terror – ahahahahah!
  - Hiss like a snake – sssssssssss.
  - Keep everyone quiet: shshshshsh, or be a steam train coming to a halt – ch-ch-ch-ch-ch-shshshshshshsh.
  - Gently moo like a cow – mmmmmmmm.
  - Be an old woman who is hard of hearing – e. . . .e. . . . e.

You can concoct sounds that suggest all the phonemes in the language.

- Use picture cards of animals. As each card is held up ask the children to make the sound of the animal with their voices.
- Put the animal cards into an order and create an 'animal chain' of sounds.
- Pass small toy animals around the circle, singing 'pass the animals round and round' to the tune of *London Bridge is Falling Down*. When the singing stops, the leader asks 'Who has got rabbit/dog/pig?' and the child with that animal has to make the appropriate animal sound.
- Encourage children to use voices or instruments to add sounds to stories such as *Bear Hunt*, or make up stories with the children about their favourite animals and then add sounds.

Rhythm and rhyme

As children chant and sing rhymes, skipping to the beat, they gradually acquire a repertoire of rhymes and they start to imitate. They might talk to their toys: 'eensy-weensy';]munching wunching'. They do this because they like the sound or feel of the sound on their tongues. They could not, at this stage, do it to order. For reading and spelling, children need to be able to recognise when two words rhyme and produce a rhyming string of words. There is a lot we can do to increase children's conscious awareness of rhyme, for example changing the words of a well known rhyme; making up rhyming couplets and leaving the final word for children to supply (there is a good illustration of this in the *NLS Training Pack module 2 video* in Gordon's reception class); playing rhyme tennis; matching objects which rhyme; and finding the odd-one-out – the word which doesn't rhyme in a group of three. When children can supply a list of rhyming words and non-words, after being given a start, they can be considered to be well on the way to grasping rhyme, e.g. adult says cat, mat sat. . . and the child continues fat, pat, mat, rat, hat etc. However, children may well be into Step 2 of this progression of activities before they can do this.

Alliteration

Singing rhymes and songs which have alliterative lines such as *Sing a Song of Sixpence* and playing with jingles (e.g. Can you count the candles on the cake?) or tongue-twisters, help to tune children's ears to the relationships between the sound structures of words. Ultimately children need to be able to isolate the initial phoneme from the rest of the word, e.g. to be able to say that 'sausage' begins with 's'. This is the learning objective of Step 2, but has its roots firmly in Step1.

Step 2	Activities	Learning Objectives	Type	Page	PCM
NLS Framework references	**Hearing and saying**				
YR: 1b, 2a, 2b, 2d, 4c	Jingles	2	D	18	–
	Pebble Game	1	S	18	–
Learning objectives	Tray Game	2	S	18	–
1. to be able to continue a rhyming string	Match Me	2	S	20	–
	Circle Swap Shop	2	G	20	–
2. to hear and say phenomes /s/, /m/, /k/, /t/,/g/, /h/ in initial position	Jump in the Hoop	2	G	21	–
	Identifying phonemes and writing				
3. to know phoneme–grapheme correspondences: s, m, c, t, g, h	Letter Formation	2	D/S	21	–
	Which of Two (or more)?	2/3	S	23	3
	NSEW	2/3	G	24	5–35
	Recognising letters and reading				
	Mood Sounds	3	D	21	–
	Flashcards	3	D	25	36–52
	Sock Puppets	3	D/S	25	–
Time scale: not possible to determine	Noisy Letters	3	G	25	36–52

Step 3	Activities	Learning Objectives	Type	Page	PCM
NLS Framework references	**Hearing and saying**				
YR: 1b, 1c, 2e	Tray Game	1	S	18	–
	Circle Swap Shop	1	G	20	–
Learning objectives	Croaker	1	D	26	–
1. to hear and say phonemes in final position	Alien Game	1	D	27	–
	Identifying phonemes and writing				
2. to consolidate previously learned phoneme–grapheme correspondences recognising that some alter in final position, e.g. ss, ck	Letter Formation	2/3	D/S	21	–
	NSEW	1/2/3	G	24	5–35
	Finish It	1/2/3	S	27	–
	Recognising letters and reading				
3. to know more phoneme–grapheme correspondences: l, n, d, k, sh, ch	Flashcards	3	D	25	36–52
	Sock Puppets	3	D/S	25	–
Time scale: 2–3 weeks	Noisy Letters	3	G	25	36–52

Step 4	Activities	Learning Objectives	Type	Page	PCM
NLS Framework references	**Hearing and saying**				
YR: 2b, 2c, 2e, 4c Y1 T1: 4, 5, 6	Croaker	1	D	20	–
	Match Me	1	S	20	–
Learning objectives	Circle Swap Shop	1	G	26	–
1. to hear and say phonemes in medial position (/a/, /e/, /i/, /o/, /u/,)	**Identifying phonemes and writing**				
	Letter Formation	2	D/S	21	–
2. to know more phoneme–grapheme correspondences (a, e, i, o, u and f, qu, b, r, j, p, th, ng)	Phoneme Frame	3	D/S	22	1 & 2
	Which of Two (or more)?	1/2	S	23	3 & 4
	Quickwrite	2/3	S	24	1 & 2
3. to segment to spell CVC words	Fans	2/3	S	28	53–5
4. to blend to read CVC words	Full Circle Game	2/3	G	29	5–35
	Washing Line	2/3	G	33	–
	Recognising letters and reading				
	Flashcards	2	D	25	36–52
	Sock Puppets	2	D/S	25	–
	Sound Buttons	2/4	D	30	–
	Cube Game	2/4	G	30	–
	Silly Questions	2/4	S	31	64–70
	Phoneme Count	2/4	G	32	93–5
Time scale: 5–6 weeks	Bingo	1/4	D	33	108 & 109

Type means type of activity Demonstration, Show me or Get up and go
Page is the page number where the instructions for the game are given
PCM shows the pages of the photocopy masters related to the activity

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Step 5	Activities	Learning Objectives	Type	Page	PCM
NLS Framework references	**Hearing and saying**				
YR:1 2b, 2c Y1 T2: 3	Croaker	1	D	26	–
Learning objectives	**Identifying phonemes and writing**				
1. to hear phonemes within consonant clusters	Letter Formation	2	D/S	21	–
	Phoneme Frame	3	D/S	22	1 & 2
2. to know more phoneme–grapheme correspondences (v, w, x, y, z)	Which of Two (or more)?	3	S	23	3 & 4
	Quickwrite	3	S	24	1 & 2
3. to segment to spell words containing consonant clusters in initial position (CCVC) and final position (CVCC)	Fans	3	S	28	56 & 57
	Full Circle Game	3	G	29	5–35
	Washing Line	3	G	33	–
4. to blend to read words containing consonant clusters in initial position (CCVC) and final position (CVCC)	**Recognising letters and reading**				
	Flashcards	2	D	25	36–52
	Sock Puppets	2	D/S	25	–
	Sound Buttons	4	D	30	–
	Cube Game	4	G	30	–
	Silly Questions	4	S	31	71–7
	Phoneme Count	4	G	32	96–101
Time scale: 3–4 weeks	Bingo	1/4	D	33	110–13

Step 6	Activities	Learning Objectives	Type	Page	PCM
NLS Framework references	**Identifying phonemes and writing**				
Y1 T3: 1 Y2 T1: 1,2,3	Phoneme Frame	1/2	D/S	22	1&2
	Quickwrite	1/2	S	24	1 & 2
Learning objectives	Fans	1/2	S	28	58–62
1. to know one representation of each of ten vowel phonemes (digraphs ai, ee, ie, oa, oo, or, ar, ir, oi, ou)	Full Circle Game	1/2	G	29	5–35
	Recognising letters and reading				
2. to segment to spell words containing vowel phonemes represented by more that one letter	Flashcards	1/3	D	25	36–52
	Sound Buttons	1/3	D	30	–
	Silly Questions	1/3	S	31	78–84
3. to blend to read words containing vowel phonemes represented by more that one letter	Washing Line	1/3	G	33	–
Time scale: 3–4 weeks					

Step 7	Activities	Learning Objectives	Type	Page	PCM
NLS Framework references	**Identifying phonemes and writing**				
Y1 T3: 1 Y2 T1: 1,2,3,4	Phoneme Frame	1	D/S	22	1 & 2
T2: 1,2 T3: 1,3	Quickwrite	1	D	24	1 & 2
	Full Circle Game	1	D	29	5–35
Learning objectives	Rhyming Word Generation and Word Sort	1	S	34	–
1. to segment to spell words containing vowel digraphs and trigraphs (ay, a–e, ea, igh, y, i–e, o–e, oe, ew, ue, u–e, oy, ow, er, ur, aw, air, ear, oo)	Split Digraph	1	G	36	5–35
	Recognising letters and reading				
	Flashcards	2	D	25	36–52
	Sound Buttons	2	D	30	–
2. to blend to read words containing the same vowel digraphs and trigraphs	Cube Game	2	G	30	–
	Silly Questions	2	S	31	85–91
	Phoneme Count	2	G	32	102–7
	Washing Line	2	G	33	–
Time scale: not possible to determine	Bingo	2	D	33	114–23

Phonic activities at each Step

Game	Steps					
Jingles	2					
Pebble Game	2					
Tray Game	2	3				
Match Me	2	4				
Circle Swap Shop	2	3	4			
Mood Sounds	2					
Jump in the Hoop	2					
Letter Formation	2	3	4	5		
Phoneme Frame	4	5	6	7		
Which of Two (or more)?	2	4	5			
Quickwrite	4	5	6	7		
NSEW	2	3				
Flashcards	2	3	4	5	6	7
Sock Puppets	2	3	4	5		
Noisy Letters	2	3				
Croaker	3	4	5			
Alien Game	3					
Finish It	3					
Fans	4	5	6			
Full Circle Game	4	5	6	7		
Sound Buttons	4	5	6	7		
Cube Game	4	5	7			
Silly Questions	4	5	6	7		
Phoneme Count	4	5	7			
Washing Line	4	5	6	7		
Bingo	4	5	7			
Rhyming Word Generation and Word Sort	7					
Split Digraph	7					

Jingles

STEP 2

Purpose: to complete an alliterative pattern

D

Materials
a set of objects for the teacher

Procedure
- say a silly alliterative jingle, e.g. silly Simon silently sat on a.....; lucky Lucy licked a.....; furry Fred found a fat.....; Becky Butler bought a big blue....; tall Tariq took a.....
- hold up two objects one of which begins with the same initial phoneme as most of the words in the jingle
- ask the children which object you should choose to end the jingle
- all the children say the phoneme

Variation on the theme
The game can be made into a 'show me' game if all the children have an object and they hold it up if it will fit into the jingle.

Pebble Game

STEP 2

Purpose: to create rhyming strings

S

Materials
a pebble

Procedure
- sit in a circle
- start a slow clap and the children join in
- children keep clapping while you start a rhyming string, e.g. fat, cat, rat . . .
- on the word 'rat' you pass the pebble to the child on your left who passes it on as s/he says another rhyming word in time to the clapping
- that child passes the pebble to the next child who says another word in the rhyming string
- words can be repeated and nonsense words can be used
- a child can pass the pebble on in time to the clapping without contributing a word

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Tray Game

STEPS 2 & 3

Purpose: to identify and match phonemes in initial or final position

S

Materials
- set of objects – one per child and selection for the teacher (suggestions for objects on page 19, many from the nursery classroom farm, home corner, play people etc.)
- a tray

Procedure
- give all the children an object
- hold out the tray
- put objects on the tray with the same initial or final phoneme
- call out the names of the objects as you place the objects, stretching out the initial phoneme, e.g. sssssausage, sssssock or the final phoneme, e.g. woollllll, balllllll (At Step 2 the phoneme will be in the initial position at Step 3 in the final position.)
- ask the children to hold up their object if it can be placed on your tray, i.e. has the same initial or final phoneme
- all the children say the phoneme

STEP 2

Possible objects for Tray Game/Match Me/Circle Swap Shop/Jump in the Hoop/NSEW

sock	mirror	car	teddy	game
saucer	mug	cow	tap	grapefruit
soap	magnet	candle	tin	girl
scissors	mouse	cup	toothpaste	gate
salt	monkey	cardigan	toothbrush	goose
stone	marmite	card	telephone	goat
sweets	macaroni	cracker	tin opener	glove
seeds	map	cushion	twig	glue
star	matches	catalogue	tie	golf ball
spoon	mints	cat	towel	grape
hat	shoe	lamb	doll	nut
hammer	sheep	lollipop	dog	nail
hand	shelf	letter	dice	nose
head	ship	leaf	digger	notebook
hen	shirt	lid	dish	numbers
hoop	shampoo	ladder	disk	nine
hook	shell	ladybird	door	
horse	shapes	lorry	drill	

STEP 3

Possible objects for Tray Game and Circle Swap

bus	bed	nine	ball	leg
horse	bird	ten	doll	frog
purse	ladybird	pin	wheel	bag
mouse	shed	van	shell	dog
goose	spade	pen	wool	peg
house	bread	pan	bell	flag
case	wood	chain	tail	pig
book	cat	mop	leaf	
sack	goat	tap	shelf	
brick	kite	map	roof	
hook	gate	clip	scarf	
sock	hat	top	loaf	
fork	eight	cup	calf	
clock	heart	grape	half	

Match Me

STEPS 2 & 4

Purpose: to identify and match sounds in initial and medial position

S

Materials

set of objects – one per child (see Tray Game for Step 2 objects page 19)

Procedure

- give each child an object
- call out the sounds of initial phonemes
- each child holds up his or her object if it begins with the same phoneme (Step 2) or has the phoneme in the middle (Step 4)
- all the children say the phoneme

Variations

- say a whole word and ask the children to hold up their object if it begins with the same phoneme (Step 2) or has it in the middle (Step 4)
- hold up an object and ask the children to hold up their object if it begins with the same phoneme (Step 2) or has it in the middle (Step 4)

Circle Swap Shop

STEPS 2, 3 & 4

Purpose: to identify phonemes in initial, medial or final position

G

Materials

set of objects: enough for one per child (See page 19 and below for possible objects)

Procedure

- give each child an object
- sit the children in a circle
- call out a phoneme
- shout 'swap shop'
- children who have an object with the same phoneme in it stand up and swap places with each other (At Step 2 the phoneme will be in the initial position, Step 3 final position and Step 4 medial position.)
- all the children say the phoneme

Variation

Make the game more exacting by calling out 2 or 3 phonemes at once!

Possible objects for Match me and Circle swap shop – **Step 4**

cat	bed	six	top	nut
tap	peg	king	sock	cup
van	leg	spring	mop	duck
pan	bell	brick	frog	bus
flag	pen	dish	dog	sun
map	shed	disk	box	drum
sack	shelf	lid	sock	brush
man	ten	clip	clock	mug
bag	shell	pin	cross	plug
hat	twelve	pig	doll	plum

Jump in the Hoop

STEP 2

Purpose: to identify and distinguish between phonemes in initial position

G

Materials
- set of objects – one per child
- 2 large hoops

Procedure
- give each child an object
- place the hoops on the floor
- place an object in each of the hoops
- the children jump in one of the hoops if they have an object which contains the same initial phoneme as the object in that hoop

---

Mood Sounds

STEP 2

Purpose: to pronounce phonemes correctly

D

Materials
none required

Procedure
- say a phoneme and ask the children to repeat it
- help the children to say the sounds as if they were angry, happy, frightened etc.

Variation
- this can be done alongside flashcards with the letter(s)/grapheme which represents the phoneme
- ask different groups of children to repeat the sound in order to ensure that all children are able to pronounce the phonemes correctly

---

Letter Formation

STEPS 2, 3, 4 & 5

Purpose: to teach children the movement of each letter

D and S

Materials
white board and pen

Procedure
- demonstrate new letter on the board, talking through where the letter begins, the direction it takes and where it ends (Schools usually have a method for this and perhaps a specific style of handwriting.)
- ask the children to practise writing the letter in the air

Note
Handwriting practice takes place outside the Literacy Hour.
Letters are grouped as follows:
c, a, o, d, g, q, s, f, e (all start with an anticlockwise turn)
n, m, r, p, b, h (all start at the top, descend and go back up the line)
i, j, k, l, t, u
v, w, x, y, z

Phoneme Frame

STEPS 4, 5, 6 & 7

Purpose: to spell words

Materials

- phoneme frame drawn on the whiteboard
- child-size phoneme frames (Make these by copying PCMs 1 and 2 on either side of a piece of A4 card and then covering with clear film so that dry-wipe pens may be used for writing – and writing erased easily.)
- pens and wipes for the children, one between two (Some children may need metal boards and magnetic letters.)

Procedure (Demo)

- say a word
- ask the children to tell you which phoneme starts the word
- ask which letter represents that phoneme
- write the letter in the first box in the frame
- ask which is the next phoneme they can hear
- ask which letter to write
- repeat until all the word is written in the phoneme frame

Procedure (Show me)

- say a word
- one child in each pair writes the word in the phoneme frame while the second child watches (The second child decides whether he/she agrees with the spelling; if there is disagreement they discuss and make changes if necessary.)
- children hold the frames up
- repeat with the other child in the pair writing the word

D and S

PCM 1 and 2

Word source for Phoneme Frame

- high frequency words
- words from other parts of the curriculum
- miscellaneous (see below)

Step 4	Step 4	Step 5 initial	Step 5 final	Step 6	Step 7	Step 7
cat	bed	brush	self	chain	make	dark
can	leg	black	disk	rail	name	brown
map	bell	clock	end	keep	page	growl
sack	pen	cross	next	cried	date	south
man	shed	flag	lift	tried	save	push
bag	fish	frog	jump	road	teach	could
hat	chips	dress	must	boat	team	drawn
top	ship	glad	sent	spoon	eat	turn
sock	wing	green	held	tool	speak	learn
mop	nut	plan	melt	cloud	find	term
dog	cup	pass	help	found	nine	point
box	duck	stop	milk	bird	drive	toy
doll	sun	spell	bank	first	light	bear
shop	mug	slip		car	twice	dare
		smell		hard	hole	hair
		skip		born	roll	stair
		swim		fork	told	near
		trap		coin	most	dear
		twin		spoil	broke	book
					stone	stood
					hope	
					tube	
					huge	

Which of Two (or more)?

STEPS 2, 4 & 5

Purpose: to practise distinguishing the sound of one phoneme from another

S

PCM 3 and 4

Materials

- letter fans, one per pair of children (see below and PCMs 3 and 4)
- phoneme frame drawn on white board

Procedure

- indicate on the phoneme frame which part of the word children should listen to for the phoneme
- say a word
- the children repeat it after you
- one child from each pair should choose the letter(s) representing the phoneme in the specified part of the word, shows his or her partner and then holds up their agreed phoneme in the air
- repeat with the other child in the pair taking the lead

Step 2		Step 4		Step 5		
PCM 3 fan1: s ? m c fan2: t g ? h		PCMs 3 and 4 fan: o ? i e		PCM 4 fan: b l r ?	PCM 4 fan: n ? d	PCM 3 and 4 fan: t ? l s n
game 1	**game 2**	**game 1**	**game 2**	**game 1**	**game 2**	**game 3**
mirror	hammer	shop	bet	bled	ban	net
candle	garage	ship	hen	bread	band	knelt
mummy	turnip	hot	ten	bed	bad	nest
castle	house	hit	set	red	------	-------
music	gravy	pit	tin	-----	ten	wet
sailor	timetable	pot	sit	beat	Ted	west
sausage	tractor	lock	bit	bleat	tend	went
cream	goat	lick	him	-----	-----	when
marriage	heart	lit	king	bite	Ben	-------
careful	heavy	lot	beg	blight	bend	bolt
curtain	grandma	tick	big	bright	bed	bone
sawdust	gorilla	tock	red	right	-------	boast
comb	hound			-----	Len	boat
salt	toast			break	led	bowl
sandwich				bake	lend	-------
				rake		belt
				-------		bent
				back		bet
				black		Ben
						best

Quickwrite

STEPS 4, 5, 6 & 7

Purpose: to spell words

S

PCM 1 and 2

Materials

- phoneme frames on whiteboards(one between two)
- felt tipped pens/wet or dry-wipe pens
- selection of objects or pictures

Procedure

- give all the children one board between two children
- call out words/hold up objects or pictures and ask the children to write the word and then show it
- write the word on your whiteboard and draw on the sound buttons*
- all the children sound out the phonemes by pressing the sound buttons and saying the word

*refer to the Sound Buttons activity on page 30 for this technique

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North, South, East and West NSEW

STEPS 2 & 3

Purpose: to identify phonemes in initial and final position

G

PCM 5–35

Materials

- four A4-sized letters (see PCMs 5–35)
- objects beginning (Step 2) or ending (Step 3) with one of the four letters (see page 19 for list of objects for Step 2 and below for Step 3)

Procedure

- four children are given the large letters to hold and sent to the four corners of the room – NSEW
- the rest of the children are each given an object
- children go to the corner containing the letter at the beginning (Step 2) or ending (Step 3) of their object
- ask the children to say the name of their objects and check that all agree they are in the right corner

Words for NSEW Step 3

bed	leg	mop	cat
bird	frog	tap	goat
ladybird	bag	map	hat
shed	dog	clip	eight
bread	peg	top	heart
wood	flag	cup	shirt
head	pig	cap	skirt

clock	bell
sack	ball
brick	shell
sock	bull
rock	doll
truck	frill

Flashcards

STEPS 2, 3, 4, 5, 6 & 7

Purpose: to practise phoneme–grapheme correspondence

D

PCM 36–52

Materials

a set of letter cards showing letters learned by the children

Procedure

- hold up the letter cards one at a time for the children to see
- either ask a child to say what phoneme the letter(s) represent or ask all the children to say the phoneme as quickly as they can
- use this activity regularly but briefly

Sock Puppets

STEPS 2, 3, 4 & 5

Purpose: learn new phoneme–grapheme correspondences

D and S

Materials

sock puppets for each letter of the alphabet – made by sticking or sewing a lower case letter of the alphabet onto the foot of a sock

Procedure

- place puppets of the letters that the children are learning in an opaque bag
- ask a child to come out and take puppet from the bag
- the child slips his/her hand into the puppet and says the phoneme represented by the letter

---

Noisy Letters

STEPS 2 & 3

Purpose: to practice phoneme–grapheme correspondence

G

PCM 36–52

Materials

sets of cards containing up to 5 different letters/digraphs, e.g. k, n, g, m, sh

Procedure

- give all the children a card
- ask the children to read the card and then hide it behind their backs
- all the children stand and continuously make the sound of the phoneme represented by the letter(s) on the card
- they then walk around the classroom and group together with other children who are saying the same phoneme
- end the game by asking all the children to turn over their cards and check that they have the same letter(s) as other people in the group

Croaker

STEPS 3, 4 & 5

Purpose: to identify the phoneme in a specified part of a word

D

Materials

- set of objects in an opaque bag
- a puppet

Procedure

- explain to the children that the puppet is finding it difficult to say some words
- ask a child to pull an object from the bag and tell everyone what it is
- the puppet (teacher) pronounces it incorrectly
- the children help the puppet by saying the word correctly, emphasising the part of the word the puppet is having difficulty with
- the puppet pronounces it incorrectly again
- the children continue to help the puppet
- the puppet says the word correctly
- repeat with another object from the bag
- ask the children which bit of the word the puppet keeps getting wrong
- do not play this game if a child with a significant speech problem is present

Lists of possible objects and incorrect names said by the puppet

Step 3		Step 4	
object	as mistakenly said by puppet	object	as mistakenly said by puppet
fish	fit	purse	piece
bus	bug	leaf	loaf
leaf	leak	wheel	whale
doll	dot	horse	house
purse	perk	book	beak
comb	coat	peg	pig
pen	peg	wool	wheel
soap	soak	pen	pan
dog	doll	disk	desk
hook	hood	ring	wrong

Step 5

initial consonant clusters		final consonant clusters	
object	as mistakenly said by puppet	object	as mistakenly said by puppet
skipping rope	slipping rope	scent	set
present	pleasant	hand	had
frog	fog	list	lit/lift
fly	fry	shelf	chef
(picture of) crash	clash/cash	bank	back
cloud	crowd	sink	sick/silk
scarf	staff	belt	bet/bent
stone	scone	nest	net/knelt
smile	stile	(petrol) pump	pup
spider	cider	kilt	kit/kissed
snake	steak	(bottle of) milk	mick/mink
snow	slow		
slug	snug		
spanner	scanner		
string	sting		
bread	bed		

Alien Game

STEP 3

Purpose: to identify the phoneme at the end of a word

D

Materials

a puppet or stick puppet of a creature from outer space

Procedure

- tell the children that the puppet is having difficulty saying words correctly
- he is asking the shop keeper for what he wants but can't quite finish the words off
- ask the children to help him
- say the word the puppet wants to say and then say it without the final phoneme, e.g. cheese chee- and ask the children to say the final bit
- repeat with the following words: rice ri-, coke co-, meat mee-, bread bre- , soup soo-, fruit froo-

---

Finish It

STEP 3

Purpose: to write the final letter in a CVC word

S

Materials

- 3-phoneme frame drawn on the board
- fans of letters (one per pair of children) or a wall frieze of letters

Procedure

- tell the children you want to write a word, e.g 'sun'
- write the first two letters on the board in the 3-phoneme frame
- ask the children what is at the end of the word 'sun'
- when they have told you ask them what an 'n' looks like
- they could use fans to show you or point to the wall frieze

Variation

This game could be made into a 'get up and go' activity called 'pin the tail':

- make 10 words on the board with magnetic letters, all ending with different letters, e.g . sun, get, rub, sack, had, dog, bell, him, top, hiss;
- give the final letters/digraphs to 10 children;
- point to the beginning of a word, tell the children what the word should be and ask who has the right letter to come and 'pin the tail' on to it.

Fans

STEPS 4, 5 & 6

Purpose: to spell words

S

PCM 53–62

Materials

fans made with a designated set of letters, or letters written onto blank laminated fans, to be used in pairs (PCMs 53–62)

Procedure

- one child in each pair makes a word as specified by the teacher
- the other child checks it
- children put up their fans on a signal
- the other child makes the next word and so on

	Step 4 PCM 53	**Step 4** PCM 54	**Step 4** PCM 55	**Step 5** PCM 56	**Step 5** PCM 57
letters of fan	p-t-a-m-e-s	i-o-t-h-n-ch-a	u-o-e-g-b-l-d	s-c-b-f-o-t-l-p-a	s-k-e-p-i-ll-m-n
CVC words which can be made with each fan	pet	chin	log	slot	skill
	met	tin	dog	clap	smell
	pat	chat	leg	blot	spin
	map	hat	beg	flat	skip
	tap	tin	dug	slap	skim
	mat	tan	bug	flop	skin
	set	hot	led	flab	spill
	sat	not	bud	flap	spell

	Step 6 PCM 58, 59	**Step 6** PCM 60, 61	**Step 6** PCM 62
letters of fan	ai-oa-oi-l-n-d-m-p-t-c	ou-n-d-t-oo-p-r-th-sh-m-k-l-s-d	or-ar-n-k-m-f-b-p
CVC words which can be made with each fan	main	mound	park
	pain	shout	bark
	coin	round	mark
	loin	out	pork
	loan	loud	fork
	moan	took	born
	plain	shook	morn
	maid	rook	barn
	laid	mouth	farm
	paid	south	arm
	mail	sound	form
	pail	stood	for
	tail		
	nail		
	coal		

Full Circle Game

STEPS 4, 5, 6 & 7

Purpose: to manipulate phonemes

G

PCM 5–35

Materials

- List of words (see below)
- A4 letters and digraphs, e.g ee, ck, ng etc. (PCMs 5–35)

Procedure

- give the letters out to the children
- tell them the first word and ask the children who are holding the letters of the particular word to come to the front of the room and make the word
- all children say the word – the individual phonemes of the word and then the whole word again
- write the word on the board and tell the children that they are going to make a series of different words but that they will eventually come back to the word on the board (When that word appears again all shout 'full circle'.)
- say the next word
- ask the children at the front which of them has to sit down and which of them has the replacement letter to make the new word
- those two children swap places
- everyone says the new word, the phonemes and the word again
- say the next word and repeat as before until 'full circle'
- keep the game full of pace, a race to get 'full circle' before the time runs out.

Variation

You may prefer to have some more children 'occupied' during this game; they could write the next word on whiteboards before the child gets into position with the letter. This should not be allowed to detract from the pace of the activity.

Step 4			Step 5			Step 6		Step 7
game 1 f-t-p-c-n-a	game 2 b-c-p-sh-t- ck-a-o-i	game 3 s-r-b-o-i-u- a-ng-ck	game 1 s-l-c-f-i-a-p- ck-b	game 2 b-s-t-l-n-p- m-e	game 3 i-l-s-t-f-g-n- k-r-ck-p	game 1 i-ee-t-s-n-p-l	game 2 or-b-c-f-p-k- s-m-t-d-n	game 1 e-m-l-w-h-i- c-n-f-d-p-k
fat	**shop**	**song**	**slip**	**best**	**list**	**teen**	**born**	**mice**
pat	ship	sing	clip	belt	lift	tin	corn	mine
cat	tip	ring	flip	bent	gift	sin	cord	line
can	tap	rung	flap	pent	silt	seen	ford	life
pan	tack	sung	slap	pelt	silk	seep	fort	wife
fan	back	sang	slack	melt	sink	steep	port	wine
fat	bat	bang	black	met	rink	sleep	pork	wipe
	cat	back	flack	net	rick	slip	fork	wide
	cap	sack	flick	nest	lick	tip	stork	hide
	cop	sock	slick	**best**	lip	tin	storm	hike
	shop	sick	**slip**		lisp	**teen**	torn	mike
		song			**list**		**born**	**mice**

Sound Buttons

STEPS 4, 5, 6 & 7

Purpose: to blend phonemes for reading

D

Materials
none required

Procedure
- write a word on the whiteboard
- draw sound buttons representing phonemes underneath it, e.g.

cat frog feet
• • • • • • • • • • •

- ask children to come out and say each of the phonemes as they press the buttons, then say the whole word
- all the class says the phonemes and then the whole word

Cube Game

STEPS 4, 5 & 7

Purpose: to blend phonemes for reading

G

Materials
large cubes colour-coded for beginning, middle or end of words

Procedure
- draw/stick letters on each of the faces of the cube (letter choices below)
- make two notices: write 'word' and place a tick on one large piece of paper; write 'not a word' and place a cross on another
- stick one notice in one corner of the room and the second in the other
- two or three children throw the cubes in order
- the children are the jury
- nominate 4 children each time the cubes are thrown
- when the cubes are thrown the 4 children say the phonemes and then blend them. If they think the resulting word is a real word they go to stand at the piece of paper which says 'word'; if it is not a real word they go to the piece of paper which says 'not a word'
- the rest of the children decide who is right

Step 4		Step 5		
game 1: 3 cubes 1. b-c-m-p-th-r 2. a-a-a-a-a-a 3. d-d-n-n-t-t	game 2: 3 cubes 1. b-b-s-s-m-m 2. a-a-e-e-i-i 3. d-d-t-t-ck-ck	game 1: 2 cubes 1. s-s-c-c-b-f 2. lot-lap-lack-lock-ling-lip	game 2: 2 cubes 1. g-g-t-t-d-d 2. rip-rip-rill-rill-ram-ram	game 3: 4 cubes 1. s-s-s-s-s-s 2. k-k-w-w-p-p 3. i-i-i-i-i-i 4. ll-ll-n-n-m-m
Step 7				
game 1: 2 cubes 1. w-r-l-m-n-p 2. ipe-ipe-ice-ice-ine-ine	game 2: 2 cubes 1. f-l-sh-w-t-s 2. ake-ake-ame-ame-ave-ave			

Silly Questions

STEPS 4, 5, 6 & 7

Purpose: to read words in context

S

PCM 63–91

Materials

- sets of questions on large cards
- sets of yes/no cards – 1 set per child (PCM 63)

Procedure

- give every child a yes and no card
- hold up a silly question
- ask the children to read the question and answer it by holding up a yes card or a no card
- repeat with other silly questions

Step 4 PCM 64–70	**Step 5** PCM 71–77	**Step 6** PCM 78–84	**Step 7** PCM 85–91
Can a cat run? Can a hen dig? Is a dog red? Can a pen hop? Can a man run? Has the shop got fish and chips? Has a duck got tin legs?	Can a hand swim? Do slugs swing? Can a ship jump? Can a crab clap? Can you bang a drum? Can a web stand? Has a man got six hands?	Is the moon green? Can a boat float? Can a bird shout? Do cats bark? Have you tried to croak? Can a dog start a car? Do you live on Mars?	Can you play in a park? Can you play darts? Do mice dream? Is it dark at night? Did you have cards on your birthday? Can a goal keeper score a goal? Do crows fight?

Additional sentences not on PCMs

Step 4	**Step 5**	**Step 6**	**Step 7**
Can a doll sit? Can a bell ring? Can a pig sing? Is the sun hot? Can chicks run up a hill? Is a rat big? Can a duck sit on a log?	Can a clock get cross? Can a man get in a pram? Has a frog got ten socks? Has a fox got a brush?	Is a house proud? Do sheep live on farms? Have you cried aloud? Have you seen a shark? Are rocks hard?	Can you draw on card? Does a mole eat toast? Do you squeal when your teeth come out? Do you like prawns? Can whales grow in soil?

Phoneme Count

STEPS 4, 5 & 7

Purpose: to reinforce the correspondence between two (or more) letters and one phoneme

G

PCM 92–107

Materials

- word cards (see below)
- number cards 2–6 on a 'flipover' for each child or one between two (see PCM 92)
- A5 envelopes (numbered 2–6) pinned on the wall

Procedure

- hold up the first word
- children read the word aloud
- put the word out of sight
- children say the word and count the phonemes in the word on their fingers
- children select the correct number of phonemes on their flipovers and hold them up
- put the word into the appropriately numbered envelope agreed by the children.
- repeat with rest of the words
- take the words back out of the envelopes and compare some of them, drawing the children's attention to the variation in length of words containing the same number of phonemes: one sound = two or three letters.

Step 4		Step 5				Step 7			
PCM 93–95		PCM 96–98		PCM 99–101		PCM 102–104		PCM 105–107	
game 1	**no.**	**game 1**	**no.**	**game 2**	**no.**	**game 1**	**no.**	**game 2**	**no.**
dogs	4	well	3	web	3	queen	3	day	2
with	3	add	2	scrub	5	sail	3	know	2
cash	3	crash	4	match	3	tooth	3	bright	4
chips	4	thin	3	spend	5	toast	4	mind	4
thin	3	think	4	it	2	ground	5	scream	5
at	2	thing	3	still	4	thorn	3	space	4
fish	3	thrush	4	crack	4	sprint	6	most	4
shut	3	sprint	6	ash	2	wish	3	mind	4
in	2	edge	2	scrunch	6	throat	4	shame	3
ash	2	crab	4	hiss	3	match	3	stretch	5
eggs	3	itch	2	spring	5	stool	4	twice	4
rich	3	at	2	up	2	chain	3	shy	2

Washing Line

STEPS 4, 5, 6 & 7

Purpose: to spell words

G

Materials
- sock puppets (See page 25)
- washing line

Procedure
- string a washing line across the classroom
- line up the sock puppets in alphabetical order
- call out words
- ask a group of children to go and get the socks they need to spell the word and make it on the washing line
- if you are careful about which words you call, two groups can go out at a time

Note
If you wish to spell words that contain double letters, e.g. those with double end consonant -full, -miss, -fluff, you will need to make two sets of puppets.

Bingo

STEPS 4, 5 & 7

Purpose: to blend phonemes for reading

D

PCM 108–123

Materials
- three sets of laminated bingo cards, one per pair (see below)
- pens and wipes
- master cards for the caller – teacher (photocopy the lists below)

Procedure
- give pairs of children a bingo card
- call out a word
- children search for the word on their card and put a tick against it if they have it
- a pair who has a full set of ticks shouts BINGO
- ask one of the pair to read the words on the winning card for you to check they were accurate

Step 4	Step 5	
game 1 PCM 108 & 109	game 1 PCM 110 & 111	game 2 PCM 112 & 113
song-ring-rung-rang-sing disk-desk-dent-damp-dump well-will-wish-win-whip lack-lick-lock-luck-loss	shack-sack-sick-sock-shock swing-sling-sing-sting-stick grid-glad-grub-gruff-glass still-sniff-stiff-stuff-sledge	fled-Fred-fed-fresh-flesh wimp-wind-whisk-west-went held-hump-hand-hulk-hunt must-musk-mist-milk-mint
Step 7		
game 1 PCM 114 & 115	game 2 PCM 116 & 117	game 3 PCM 118 & 119
life-like-bike-bite mine-mind-mile-might hide-ride-ripe-write smile-strike-side-slime	coal-cold-coast-code-coke goal-gold-goat-ghost-groan mole-moan-moat-most-mode strode-stroll-stole-stroke-stone	fuse-flute-fruit-fume-few boot-brute-bruise-blue-broom stew-stool-spoon-school-Sue rule-roost-root-rude-roof
game 4 PCM 120 & 121	game 5 PCM 122 & 123	
rake-rail-reel-roll-rule raced-roast-roost-rust-wrist rate-right-wrote-root-rot raid-ride-road-rude-rid	fight-feet-fort-foot-fright crown-cloak-cream-crawl-cry cheat-chain-charm-cheap-chest bright-brown-broom-brain-brand	

Rhyming Word Generation and Word Sort

STEP 7

Purpose: to generate words containing the different spelling patterns for the same vowel phoneme

Materials

- 'post-its' or small cards and re-usable adhesive, e.g. Blutak
- whiteboards in pairs

Procedure

- write a word on the board
- children suggest words which rhyme
- write their words on 'post-its' and display them on the wall
- pick out one word and ask the children what vowel phoneme it contains
- children write the letter(s) representing the vowel phoneme on their whiteboards and hold them up
- after discussion, write the letter(s) on the whiteboard to head up a column and move the word into that column
- repeat with another word until all alternative spellings for the vowel phoneme are written as column headers
- one child stands at board and takes instructions from the other children in sorting the remaining words into the columns
- have a discussion about the most common spellings and extend the investigation to other words containing the same vowel phoneme

Variation

When you have done this a few times with the class, it should be possible to do this activity quickly by generating the words straight onto the board, not on 'post-its'. Make sets of cards of the words so that the children can do the sorting activity in pairs in independent group time.

D

Lists of rhyming words to be used for the Word Sort which illustrate the range of spellings of each vowel phoneme, and which show the phoneme at the end of the word and as the middle vowel.

day	**date**	**see**	**street**	**my**	**right**	**go**	**hole**	**to**	**soon**
bay	ate	be	eat	by	bite	bow	bowl	blew	boon
bray	eight	bee	beet	buy	bright	crow	coal	brew	dune
clay	bait	key	beat	cry	blight	dough	dole	cue	June
Kay	Kate	fee	bleat	die	kite	foe	foal	queue	moon
gay	crate	glee	cheat	dry	fight	flow	goal	crew	noon
grey	fate	he	feet	fry	flight	glow	mole	clue	prune
hay	fete	Lee	fleet	fly	fright	grow	pole	do	soon
jay	freight	Leigh	heat	guy	height	hoe	poll	drew	spoon
lay	gate	me	meat	high	light	Joe	roll	few	tune
may	grate	knee	meet	hi	might	low	sole	flew	
neigh	great	pea	neat	lie	mite	mow	soul	grew	
pay	hate	plea	peat	nigh	night	no	stole	glue	
play	late	sea	Pete	pie	knight	row	stroll	hew	
pray	mate	she	pleat	pry	plight	sow	scroll	Jew	
ray	plate	ski	seat	ply	quite	stow	toll	loo	
say	rate	tea	sweet	rye	write	slow	vole	moo	
stay	slate	tree	sleet	sigh	site	snow	whole	new	
spray	spate	we	sheet	shy	sight	show		pew	
sleigh	skate	wee	treat	sty	spite	toe		rue	
stray	state		wheat	spy	slight	though		stew	
sway	trait			sky	tight	woe		screw	
tray	weight			tie	white			chew	
they	wait			why				shoe	
way								view	
								zoo	

here	**chair**	**turn**	**boy**	**for** *	**law** *
beer	bare	burn	joy	or	claw
cheer	bear	churn		oar	flaw
clear	care	earn		bore	jaw
queer	dare	fern	**soil**	chore	paw
dear	fare	learn	boil	core	raw
deer	fair	stern	spoil	door	squaw
fear	glare	turn	oil	drawer	thaw
gear	hair		coil	for	
hear	hare		foil	four	
jeer	lair	**bird**	toil	floor	
near	mayor	curd		more	
peer	mare	heard		pore	
rear	pear	third	**coin**	roar	
steer	pair	word	join	soar	
spear	rare			score	
tear	stare			store	
tier	stair	**first**		shore	
weir	share	burst		sore	
we're	spare	thirst		tore	
year	square	worst		wore	
	swear				
	snare				
	tear				
	there				
	their				
	they're				
	wear				
	where				

* **Note** in some accents the words 'law' and 'for' rhyme so these lists will be amalgamated

Split Digraph

STEP 7

Purpose: to introduce the split vowel digraphs as in *made, line, pole, cube*

D

PCM 5–35

Materials

A4 letters and list of words (see below)

Procedure

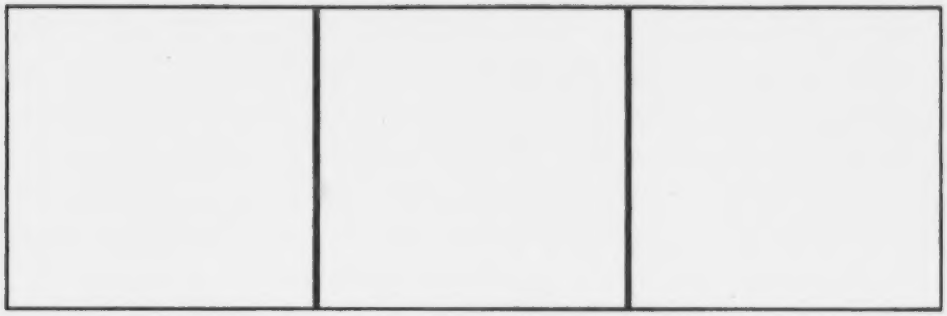
- do this activity after the children have explored the digraphs (ie, oe, ue) in Rhyme Generation and Word Sort
- distribute the letters amongst the children
- say a word ending in the vowel digraph, e.g. 'tie'
- ask the children how it is spelled and write it on the board
- put sound buttons underneath indicating two phonemes; point out the two letters making the vowel phoneme
- ask the children with the letters for that word to come out and make it; the 'i' and 'e' should hold hands
- ask the child who has the right letter to make the word into 'time'
- the child will probably stand at the end of 'tie', making 'tiem'; if another child does not correct it, point out that the 'm' goes between the 'i' and the 'e' and that the 'i' and 'e' children still make the same sound and so should hold hands behind the 'm'.
- continue making words from the list

large letters	t-i-e-m-l-c-r-k-n-p	t-o-e-n-s-l-h-p-k-j	c-u-e-b-t-n-p-r-h-g
key word	tie	toe	cue
teaching word	time crime lime like line pine pie	tone stone stole hole pole poke joke joe	cube tube tune prune huge cute cue

Photocopy Masters

1	3-phoneme frame	
2	4-phoneme frame	
3	Which of Two (or more)? fans	
4	"	
5–35	Large cards for NSEW, Full circle Game, Split Digraph	
36–52	Medium cards for Flashcards and Noisy Letters	
53	Fans	Step 3
54–55	"	Step 4
56–57	"	Step 5
58–62	"	Step 6
63	Yes/No cards for Silly Questions	
64–70	Cards for Silly Questions	Step 4
71–77	"	Step 5
78–84	"	Step 6
85–91	"	Step 7
92	Numbers flipover cards for Phoneme Count	
93–95	Phoneme Count	Step 4
96–98	"	Step 5 Game 1
99–101	"	Step 5 Game 2
102–104	"	Step 7 Game 1
105–107	"	Step 7 Game 2
108–109	Bingo	Step 4 Game 1
110–111	"	Step 5 Game 1
112–113	"	Step 5 Game 2
114–115	"	Step 7 Game 1
116–117	"	Step 7 Game 2
118–119	"	Step 7 Game 3
120–121	"	Step 7 Game 4
122–123	"	Step 7 Game 5

PCM 1



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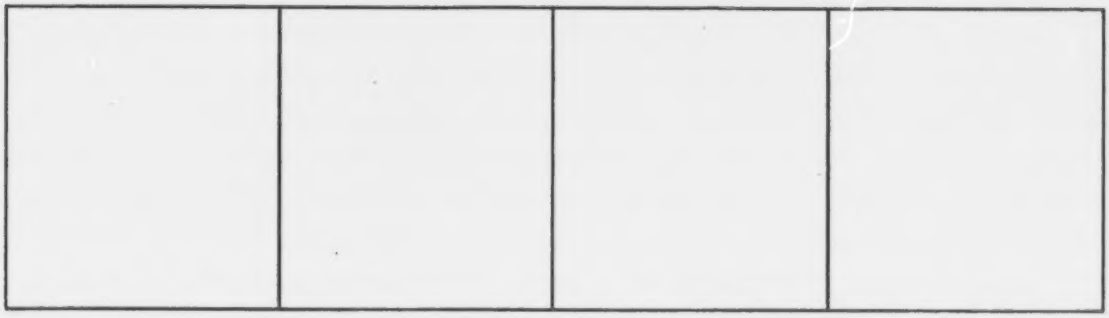

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PCM 3

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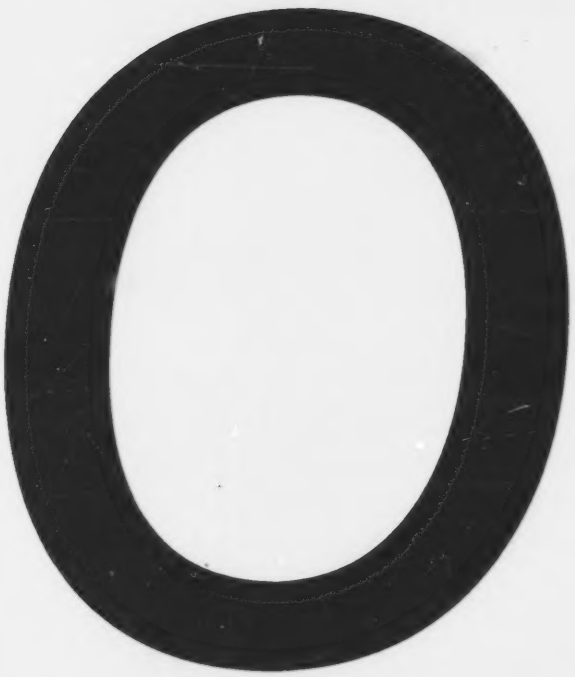

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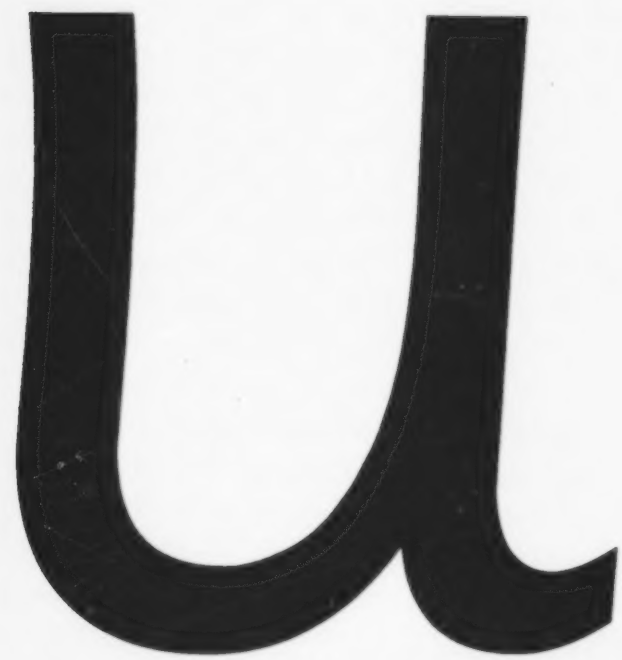

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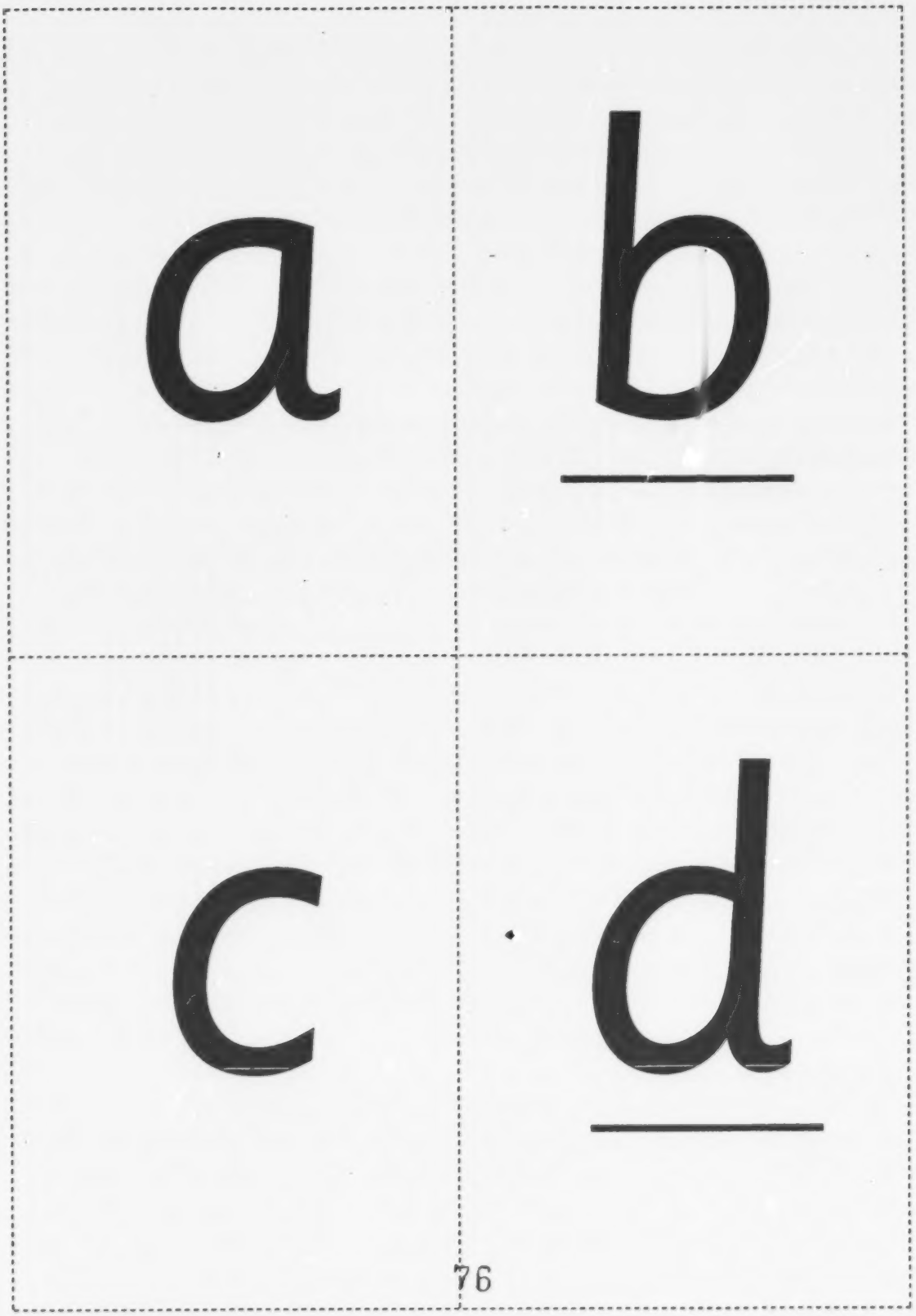
PCM 36



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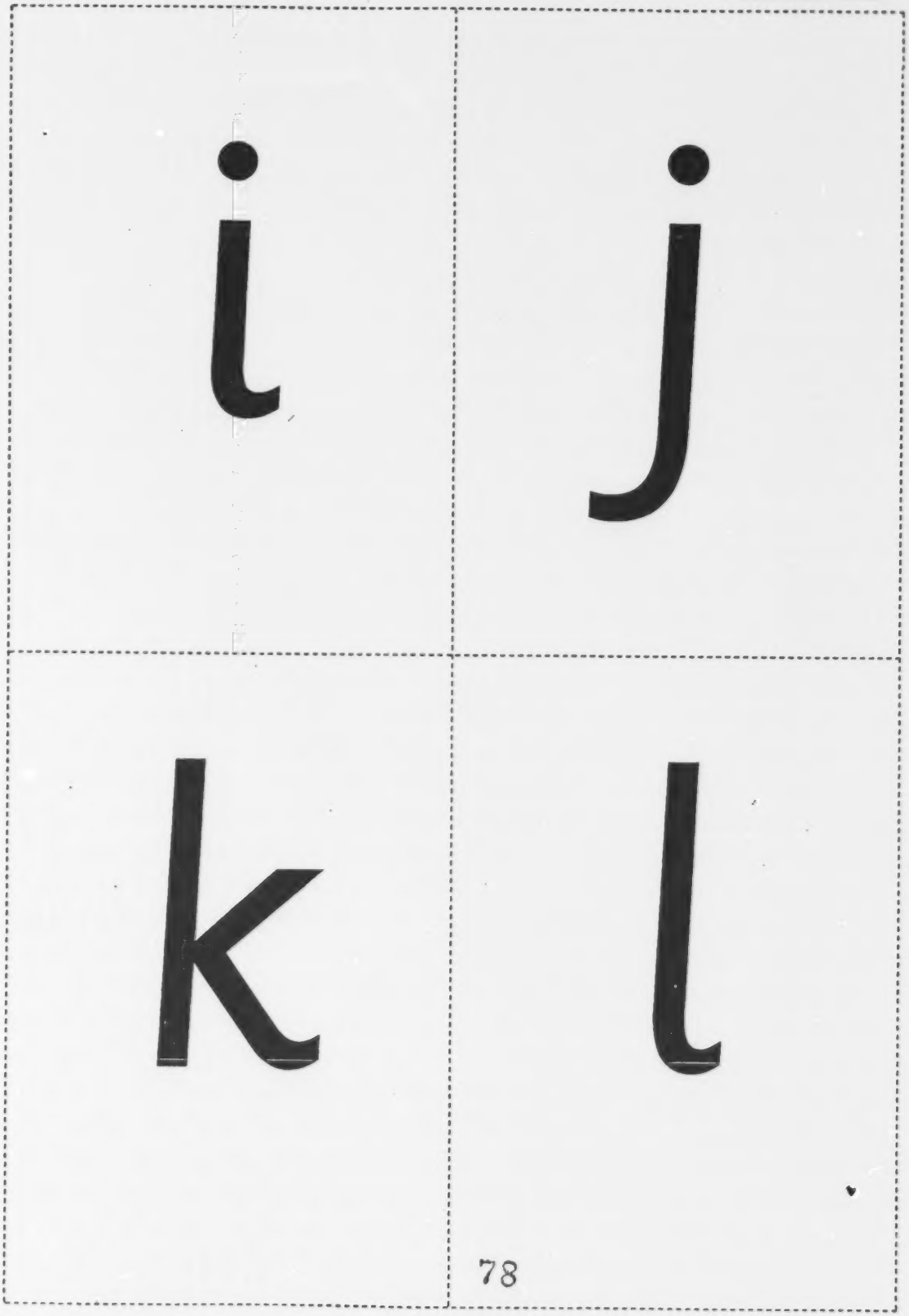
PCM 38



78

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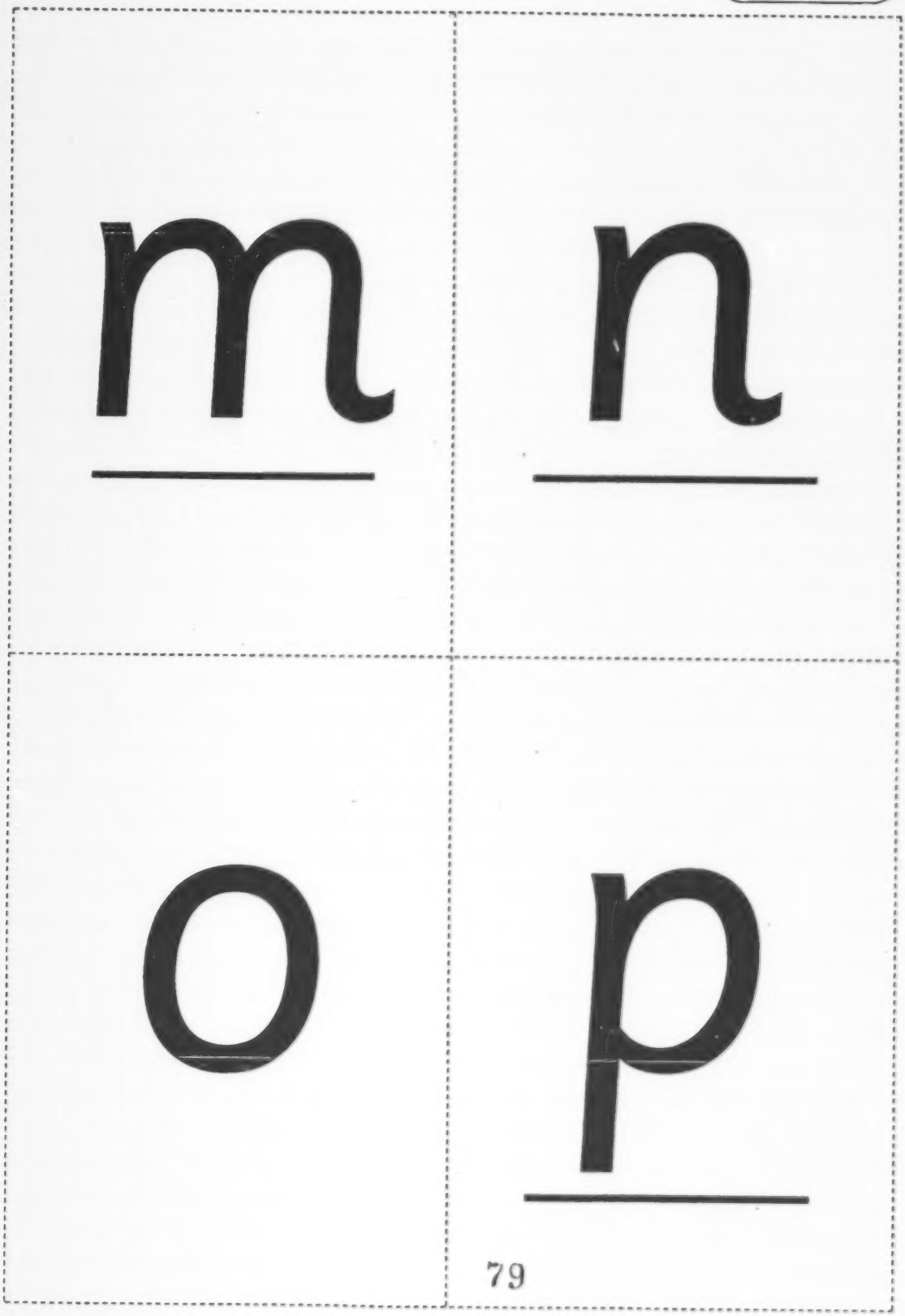
PCM 39



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PCM 40

q	r
s	t

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PCM 41

u

V

W

X

© Crown copyright 1999

y z

ay ai

© Crown copyright 1999

PCM 43

a-e

ee

ea

ie

© Crown copyright 1999

PCM 44

i	igh
y	i-e

© Crown copyright 1999

PCM 45

oa	ow
o-e	oo

© Crown copyright 1999

PCM 46

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ew

ui

u-e

© Crown copyright 1999

PCM 47

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PCM 48

or

are

air

ou

88

© Crown copyright 1999

PCM 49

aw

au

sh

ch

© Crown copyright 1999

th

wh

ph

ng

© Crown copyright 1999

ck

tch

oi

oy

© Crown copyright 1999

PCM 52

dge

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ff

© Crown copyright 1999

PCM 53

© Crown copyright 1999

PCM 54

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PCM 55

© Crown copyright 1999

PCM 56

© Crown copyright 1999

PCM 57

m i u n p k e s

© Crown copyright 1999

PCM 58

ai

oa

oi

l

n

© Crown copyright 1999

PCM 59

© Crown copyright 1999

PCM 60

ou

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d

t

oo

p

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© Crown copyright 1999

PCM 61

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PCM 62

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PCM 63

yes yes yes	no no no
yes yes yes	no no no
yes yes yes	no no no
yes yes yes	no no no

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PCM 64

Can a cat run?

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PCM 65

Can a hen dig?

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PCM 66

Is a dog red?

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PCM 67

Can a pen hop?

© Crown copyright 1999

PCM 68

Can a man run?

© Crown copyright 1999

PCM 69

Has a shop
got fish
and chips?

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PCM 70

Has a duck
got tin
legs?

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PCM 71

Can a hand swim?

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PCM 72

Do slugs swing?

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PCM 73

Can a ship jump?

© Crown copyright 1999

PCM 74

Can a crab clap?

© Crown copyright 1999

PCM 75

Can you bang a drum?

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PCM 76

Can a web stand?

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PCM 77

Has a man got six hands?

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PCM 78

Is the moon green?

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PCM 79

Can a boat float?

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PCM 80

Can a bird shout?

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PCM 81

Do cats bark?

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PCM 82

Have you tried to croak?

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PCM 83

Can a dog start a car?

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PCM 84

Do you live on Mars?

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PCM 85

Can you play in a park?

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PCM 86

Can you play darts?

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PCM 87

Do mice dream?

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PCM 88

Is it dark
at night?

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PCM 89

Did you have cards on your birthday?

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PCM 90

Can a
goal keeper
score a goal?

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PCM 91

Do crows fight?

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PCM 92

How to make your Flipover

Cut out each number.
Punch a hole in the top.
Link the cards by a treasury tag.

2

3

4

5

6

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dogs Step 4 game 1	with Step 4 game 1
cash Step 4 game 1	chips Step 4 game 1

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thin

Step 4
game 1

fish

Step 4
game 1

at

Step 4
game 1

shut

Step 4
game 1

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PCM 95

ash Step 4 game 1	eggs Step 4 game 1
in Step 4 game 1	rich Step 4 game 1

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well Step 5 game 1	crash Step 5 game 1
add Step 5 game 1	thin Step 5 game 1

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PCM 97

think

Step 5
game 1

thrush

Step 5
game 1

thing

Step 5
game 1

sprint

Step 5
game 1

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PCM 98

at Step 5 game 1	crab Step 5 game 1
itch Step 5 game 1	edge Step 5 game 1

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web

Step 5
game 2

match

Step 5
game 2

scrub

Step 5
game 2

spend

Step 5
game 2

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PCM100

it Step 5 game 2	crack Step 5 game 2
still Step 5 game 2	ash Step 5 game 2

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PCM101

spring

Step 5
game 2

scrunch

Step 5
game 2

hiss

Step 5
game 2

up

Step 5
game 2

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PCM102

queen Step 7 game 1	sail Step 7 game 1
tooth Step 7 game 1	toast Step 7 game 1

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PCM103

sprint Step 7 game 1	ground Step 7 game 1
wish Step 7 game 1	thorn Step 7 game 1

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PCM104

chain Step 7 game 1	match Step 7 game 1
stool Step 7 game 1	throat Step 7 game 1

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PCM105

day Step 7 game 2	bright Step 7 game 2
know Step 7 game 2	mind Step 7 game 2

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most Step 7 game 2	scream Step 7 game 2
mind Step 7 game 2	space Step 7 game 2

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PCM107

twice Step 7 game 2	shame Step 7 game 2
shy Step 7 game 2	stretch Step 7 game 2

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disk	☐
dash	☐
dent	☐
damp	☐
dump	☐

Step 4 game 1

song	☐
ring	☐
rung	☐
rang	☐
sing	☐

Step 4 game 1

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Step 4
game 1

lack	☐
lick	☐
lock	☐
luck	☐
loss	☐

Step 4
game 1

well	☐
will	☐
wish	☐
win	☐
whip	☐

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swing ☐	Step 5 game 1
sling ☐	
sing ☐	
sting ☐	
stick ☐	

shack ☐	Step 5 game 1
sack ☐	
sick ☐	
sock ☐	
shock ☐	

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grid	☐
glad	☐
grub	☐
gruff	☐
glass	☐

Step 5 game 1

still	☐
sniff	☐
stiff	☐
stuff	☐
sledge	☐

Step 5 game 1

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PCM112

wimp	☐
wind	☐
whisk	☐
west	☐
went	☐

Step 5 game 2

fled	☐
Fred	☐
fed	☐
fresh	☐
flesh	☐

Step 5 game 2

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PCM113

held	☐
hump	☐
hand	☐
hulk	☐
hunt	☐

Step 5 game 2

must	☐
musk	☐
mist	☐
milk	☐
mint	☐

Step 5 game 2

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life	Step 7 game 1
like	
bike	
bite	

mine	Step 7 game 1
mind	
mile	
might	

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Step 7
game 1

hide	☐
ride	☐
ripe	☐
write	☐

Step 7
game 1

smile	☐
strike	☐
side	☐
slime	☐

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Step 7
game 2

goal	☐
gold	☐
goat	☐
ghost	☐
groan	☐

Step 7
game 2

coal	☐
cold	☐
coast	☐
code	☐
coke	☐

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PCM117

mole	strode
moan	stroll
moat	stole
most	stroke
mode	stone

Step 7 game 2

Step 7 game 2

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boot	☐
brute	☐
bruise	☐
blue	☐
broom	☐

Step 7 game 3

fuse	☐
flute	☐
fruit	☐
fume	☐
few	☐

Step 7 game 3

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PCM119

rule	
roost	
root	
rude	
roof	

Step 7 game 3

stew	
stool	
spoon	
school	
Sue	

Step 7 game 3

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raced	☐
roast	☐
roost	☐
rust	☐
wrist	☐

Step 7 game 4

rake	☐
rail	☐
reel	☐
roll	☐
rule	☐

Step 7 game 4

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raid	☐
ride	☐
road	☐
rude	☐
rid	☐

Step 7 game 4

rate	☐
right	☐
wrote	☐
root	☐
rot	☐

Step 7 game 4

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PCM122

crown ☐	Step 7 game 5
cloak ☐	
cream ☐	
crawl ☐	
cry ☐	

fight ☐	Step 7 game 5
feet ☐	
fort ☐	
foot ☐	
fright ☐	

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bright ☐
brown ☐
broom ☐
brain ☐
brand ☐

Step 7
game 5

cheat ☐
chain ☐
charm ☐
cheap ☐
chest ☐

Step 7
game 5

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